



KEY STAGE 1 LEAD



Welcome

Dear Applicant,

With the completion of our new purpose-built school and the expansion in pupil numbers, we are seeking to grow our team of dedicated professionals to ensure we maintain and further enhance our outstanding offer of education and therapeutic care.

We are absolutely thrilled to share that Side by Side School has been rated Outstanding (Inspection July 2025) across all areas. This wonderful achievement is a genuine recognition of the exceptional education, care, and support provided every day by our incredible staff team, and it marks the beginning of an exciting new chapter for our school. We would be delighted if you would consider joining us and becoming part of our story as we continue to grow and achieve together.

Visitors to Side by Side are consistently impressed with the warm and calm atmosphere. They often comment on the happiness of our pupils in their learning environment, where personal care needs are met with the utmost dedication. Our staff team is passionate about providing pupils with an educational and therapeutic input that enables them to make significant progress. We are sure you will be inspired and we warmly encourage you to visit us and view our school first-hand.

We are currently looking to recruit an **experienced and motivated KS1 Lead** to join our team. In this role, you will combine class teaching with middle leadership responsibilities, playing a key role in shaping and developing our Key Stage 1 provision. You will work closely with colleagues across education and therapy teams, supporting staff, promoting high-quality teaching and learning, and ensuring that every child is supported to thrive.

We place a strong emphasis on continued professional development and offer opportunities to grow your leadership skills within a supportive and collaborative environment.

We are excited about the prospect of welcoming a dedicated professional who shares our commitment to delivering excellence for all our pupils. Thank you for your interest, and I look forward to receiving your application.

Yours faithfully,



Gerald Lebrecht
Headteacher
Side by Side School

Job Description

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| Job Title: | Key Stage 1 Lead |
| Responsible to: | Head Teacher |
| Hours: | Full-time – Job share will be considered |
| Salary: | Competitive - commensurate with experience |
| Location: | The Ronson, Wohl, Esfandi Campus , Avidgor Mews, Lordship Road London N16 0QJ |

Side by Side Children Ltd. is committed to safeguarding and promoting the welfare of children and young persons. Staff must ensure that they follow school policies, guidance and regulation to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure form the Disclosure and Barring Service (DBS). It is essential to maintain complete confidentiality on all school matters.

Side by Side is committed to providing an outstanding education for all its pupils. The ethos of the school will meet the needs of the Jewish Community through providing a broad secular and religious education with therapeutic and life skills programmes as an integral part of the school day.

Purpose of the Role

The KS1 Lead will provide strategic and operational leadership for Key Stage 1, ensuring high-quality teaching, learning, and outcomes for all pupils.

The role combines class-based teaching responsibilities with middle leadership, supporting staff, driving curriculum development, and ensuring that provision meets the diverse needs of children with special educational needs.

You will work closely with curriculum leads, therapists, the SENCO, class teams and parents to personalise curriculum access, support the generalisation of skills, and contribute to achieving EHCP outcomes, ensuring a cohesive approach across all areas of provision.

KEY RESPONSIBILITIES

Leadership and Management

1. Lead and develop the KS1 provision across the school, ensuring a consistent, high-quality approach
2. Support and guide teachers and Keyworkers within KS1, promoting effective teamwork and professional development
3. Monitor and evaluate teaching and learning within KS1 through observations, learning walks, and work scrutiny
4. Contribute to school improvement planning, with a focus on KS1 outcomes and provision
5. Lead KS1 meetings and contribute to whole-school leadership discussions

6. Support the induction and mentoring of new staff within KS1
7. Ensure effective planning and provision for vertically integrated classes spanning a range of ages and levels of need, including the blending of EYFS and Key Stage 1 approaches.

Teaching and Learning

1. Plan and deliver high-quality, engaging, and differentiated lessons tailored to the needs of children with additional needs
2. Ensure learning is accessible, meaningful, and promotes progress for all pupils
3. Use assessment effectively to inform planning and track pupil progress
4. Maintain a well-organised, stimulating, and inclusive classroom environment
5. Work collaboratively with therapists and multidisciplinary professionals to support pupil development

Curriculum Development

1. Lead the development and implementation of a KS1 curriculum that is adapted to meet a wide range of learning needs
2. Ensure strong foundations in communication, literacy, numeracy, and life skills
3. Support the integration of sensory, communication, and therapeutic approaches within teaching
4. Ensure continuity and progression from Early Years into KS1

Pupil Support and Wellbeing

1. Promote a nurturing, structured environment that supports pupils' emotional regulation and wellbeing
2. Support staff in implementing behaviour strategies in line with school policies
3. Work with a multidisciplinary team to ensure that each child's PSP is effectively implemented and reviewed
4. Work closely with families, contributing to meetings and maintaining positive home-school communication

Safeguarding and Compliance

1. Uphold the school's safeguarding policies and procedures at all times
2. Ensure that safeguarding, behaviour, and incident reporting procedures are consistently followed
3. Promote a safe, inclusive, and respectful environment for all pupils and staff

Other Responsibilities

The duties and responsibilities in this job description are not restrictive and the post holder may be required to undertake any other duties which may be required from time to time.

The post holder must carry out his/her duties with full regards to the setting's Health and Safety Procedures.

Person Specification

| | Essential | Desirable |
|-----------------------------|--|--|
| Experience | <ul style="list-style-type: none"> • Experience teaching within KS1 or Early Years • Experience working with children with special educational needs • Experience planning and delivering differentiated learning • Experience working as part of a multidisciplinary team • Experience working with parents and carers | <ul style="list-style-type: none"> • Experience in a leadership or coordination role • Experience supporting or mentoring staff • Experience leading a subject, phase, or initiative • Experience delivering staff training |
| Qualifications | <ul style="list-style-type: none"> • Qualified Teacher Status (QTS) or equivalent | <ul style="list-style-type: none"> • Early Years qualification or training • Relevant SEN qualifications or training • Evidence of continued professional development |
| Knowledge and Skills | <ul style="list-style-type: none"> • Strong understanding of teaching and learning within KS1/EYFS • Ability to plan and deliver engaging, accessible, and differentiated lessons • Ability to assess, track, and support pupil progress effectively • Knowledge of strategies to support children with additional needs • Ability to support and guide other staff members • Strong communication skills • Ability to work collaboratively as part of a team • Good organisational and time management skills | <ul style="list-style-type: none"> • Knowledge of specialist approaches (e.g. MAKATON, Attention Autism, sensory-based strategies) • Experience working alongside therapists • Understanding of curriculum adaptation for children with complex needs • Experience using assessment tools and tracking systems |
| Personal Attributes | <ul style="list-style-type: none"> • Warm, nurturing, and approachable manner • Commitment to high standards of teaching and learning • Flexible and reflective approach • Ability to lead, motivate, and support others • Positive and solution-focused attitude • Commitment to safeguarding and promoting the welfare of children | <ul style="list-style-type: none"> • Confidence in leading change and driving improvement • Willingness to contribute to wider school development and initiatives |

About our school ...

Integrated Nursery

We aim to provide high quality care and education for all children with or without special needs from the age of 2 to 5 years. We offer children and their parents a service that promotes equality and values diversity within our framework and the Early Years Foundation Curriculum.

Our curriculum follows the EYFS to ensure the children are given the opportunities to develop in the key development areas which works alongside our Jewish Studies curriculum. For children with special and additional needs our SENCO team and therapists work together with our teaching staff, parents and external professionals to ensure we are meeting their needs. We gather the information and record the input we are providing we will present this as part of our request for a statutory assessment leading to an EHCP.

At Side by Side we pride ourselves on preparing the children for their next phase of education. For some we support transition into mainstream settings whether they have an EHCP or not. For those children with EHCPs that require continued support from a specialist environment will transition into our special school.

Special School

Our school welcomes all children with EHCPs with the placement being approved by the Local Authority. We provide an all through education from the age of 5 through to 19. This provides the stability for the children and their families to be able to complete their statutory education in a setting that they are familiar with, building friendships and benefit from an educational provision that is challenging, ambitious preparing them for young adulthood.

Across the different age phases, we provide two learning frameworks; complex needs curriculum for pupils with severe learning needs, with the semi-formal stream for pupils who are working at higher levels and early stages of the national curriculum. Alongside the secular curriculum the pupils will continue to receive a Jewish Studies provision as a discrete programme as well as utilising cross-curricular opportunities throughout the day. As the

pupils move into the 14 – 19 phases, they will have opportunities to develop the skills and recognised qualifications using ASDAN courses, work experience placements, access the community and focus on life skills education. As with the Early Years provision, our therapy team will work with the pupils and staff to ensure their needs are being met and the opportunity to generalising their skills.

Integration – When appropriate, we work with the local schools to enable our children to attend sessions in the school. This provides the opportunity for our pupils to integrate and have those additional social experiences in a mainstream setting. For some children, there will be transition points during their time in school where they have made progress and ready to move into a mainstream setting with the continued support provided through their EHCP. We will support this process to ensure they are prepared for this transition.